



William S. Sandel

2700 Seminole Road
Columbia, SC 29210

Grades	PK-5 Elementary School	
Enrollment	542 Students	
Principal	Fae M. Young	803-731-8906
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Below Average	Average
2012	Below Average	Below Average
2011	Below Average	Average
2010	Below Average	Below Average
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

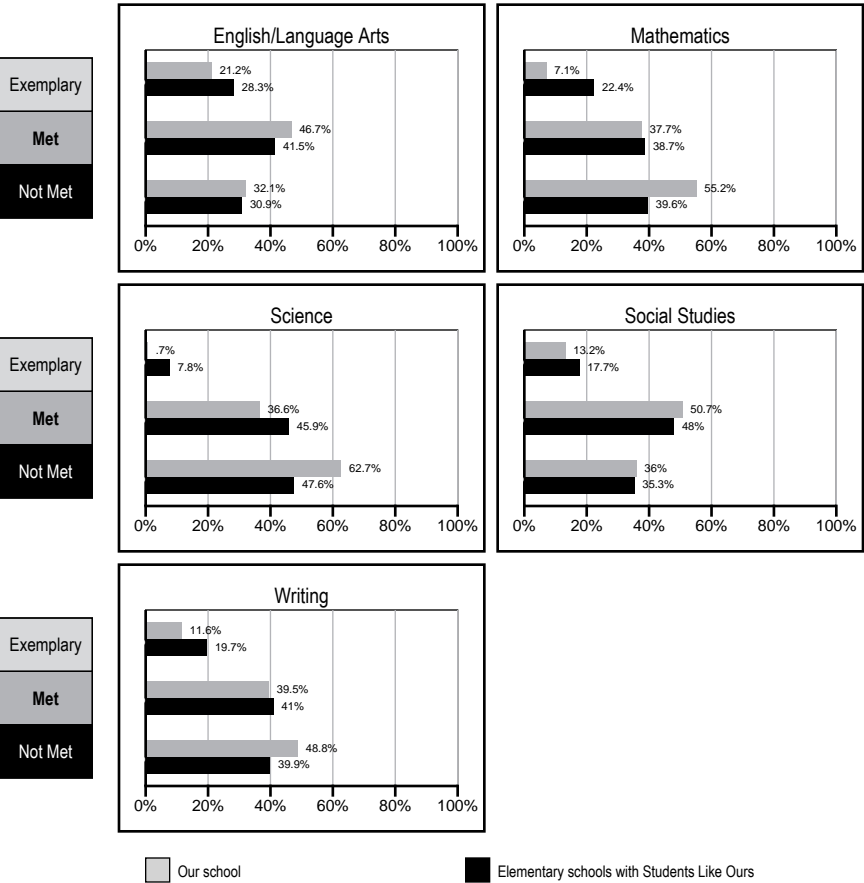
95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	13	100	47	15

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=542)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.0%	1.1%	0.9%
Attendance rate	95.5%	Down from 95.8%	95.9%	96.3%
Served by gifted and talented program	1.7%	N/A	2.7%	7.2%
With disabilities	14.1%	N/A	13.5%	12.4%
Older than usual for grade	1.6%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	75.6%	Up from 69.2%	60.0%	62.5%
Continuing contract teachers	85.4%	Up from 79.5%	76.7%	83.3%
Teachers returning from previous year	89.4%	Up from 89.2%	84.9%	88.3%
Teacher attendance rate	94.3%	Up from 93.3%	94.9%	95.0%
Average teacher salary*	\$53,468	Up 4.0%	\$46,154	\$48,193
Professional development days/teacher	10.4 days	Up from 8.5 days	10.4 days	11.0 days
School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.1 to 1	18.2 to 1	20.1 to 1
Prime instructional time	88.5%	Up from 87.7%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Good	Excellent
Dollars spent per pupil**	\$7,333	Down 1.4%	\$8,254	\$7,364
Percent of expenditures for instruction**	78.0%	Down from 79.1%	67.0%	68.0%
Percent of expenditures for teacher salaries**	76.0%	Down from 76.5%	64.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

W. S. Sandel Elementary is proud to maintain the status of being one of Richland School District One’s English as a Second Language (ESL) hub. Our culturally diverse school of 580 students celebrates 6 different ethnic groups in our ESL program. Our certified staff continues to focus on professional growth and development as we maintain a 100% highly qualified instructional staff.

In keeping with our mission to prepare every student to be successful contributing citizens in a global society we continue to strive for excellence. As we reviewed the results from the PASS test we noted that there were a high percentage of students not meeting standards in Math and Science. Based on these findings we have shifted our focus to math and science as well as strive to maintain the success we experience in literacy. The process used to monitor instructional delivery and student learning includes the Cycle of Continuous Improvement (PDCA), data teams and literacy teams. We utilized the District Common Assessment results, MAP assessments and PASS data to determine the instructional needs of the students in grades 2-5. InView, CogAT, Dominion, EISA, ELDA and the district Math Assessment are used to determine the instructional needs of students in grades PreK-2. Our Reading Specialist and Math Interventionist assist with addressing skill gaps in students’ learning. Response to Intervention is another process used to address the different tiers of student performance. Student gains are celebrated both by individual class and school as a whole at the end of each assessment cycle.

Other programs designed to assist students is the after school Comprehensive Remediation Program (CRP), SuccessMaker Lab for grades 1-5, Leveled Literacy Library, Think Central Math, and Accelerated Reading and Math computer assisted programs. These programs provide students with individual levels of practice in the core subject areas. Partnering with the Midlands Reading Consortium (MRC) has provided one-to-one support to students in K-2 and district funds supports part-time staffing of school day tutors that focuses exclusively on students not meeting standards in reading and math.

The initiation of three school wide reading programs; “Reading World Series”, “Distinguish Men Read In” and “Red Carpet Reading Review” kept students reading year round. As a school our students read 22,900 books with 85% accuracy on the AR test. Our Math initiatives included “Monday Mental Math Minutes” , “Measure UP” activities posted throughout the school that encouraged students to think mathematically using mental math and the “Math, Science and Technology Fair”.

Incorporating strategies from the “National Network of Partnership Schools” helped to promote parent involvement in our learning community increasing parent engagement by another 5% based on sign-in sheets, phone calls, email contacts, texting and home visits. We believe that together we can accomplish the school and district goals to ensure optimum students’ performance for a promising future.

Wanda D. Jones, SIC Chairperson
Fae M. Young, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	68	33
Percent satisfied with learning environment	92.6%	78%	72.8%
Percent satisfied with social and physical environment	88.9%	77.6%	72.8%
Percent satisfied with school-home relations	70.3%	72.1%	81.2%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	42.5
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

William S. Sandel school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	634.9	610.7	582.1	616.7	98.3	99.6
Male	630.7	606.0	579.3	614.5	97.6	100.0
Female	639.6	616.2	585.3	619.0	99.1	99.1
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	640.1	613.0	588.4	620.3	98.0	99.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	583.2	565.2	591.1	90.9	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	632.7	609.0	581.2	615.3	98.5	99.5
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	78	100	31.3	28.4	40.3	68.7
	4	78	100	25.4	55.6	19	74.6
	5	76	100	41.7	48.3	10	58.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	96	99	33.7	44.2	22.1	66.3
	4	81	97.5	28.2	46.5	25.4	71.8
	5	75	98.7	32.8	50	17.2	67.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	78	100	53.7	29.9	16.4	46.3
	4	78	100	41.3	52.4	6.3	58.7
	5	76	100	53.3	43.3	3.3	46.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	96	100	71.3	24.1	4.6	28.7
	4	81	100	40.3	48.6	11.1	59.7
	5	75	98.7	48.4	46.9	4.7	51.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	39	100	82.4	11.8	5.9	17.6
	4	78	100	40.6	57.8	1.6	59.4
	5	37	97.3	N/AV	N/AV	N/AV	28.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	51	100	N/AV	N/AV	N/AV	29.2
	4	81	100	49.3	47.9	2.7	50.7
	5	37	100	65.6	31.3	3.1	34.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	39	100	33.3	52.8	13.9	66.7
	4	78	100	29.7	68.8	1.6	70.3
	5	39	100	46.4	50	3.6	53.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	45	100	40	47.5	12.5	60
	4	81	100	31.5	54.8	13.7	68.5
	5	38	97.4	51.5	39.4	9.1	48.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	76	98.7	41.7	46.7	11.7	58.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	98	93.9	60.7	32.1	7.1	39.3
	4	80	92.5	45.5	40.9	13.6	54.5
	5	76	96.1	36.9	47.7	15.4	63.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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